DOCUMENT RESUME

ED 239 030 CE 037 186

AUTHOR	Rose, Clare; Graesser, Cheryl C.
TITLE	Adult Participation in Lifelong Learning Activities in California.
INSTITUTION	Evaluation and Training Inst., Los Angeles, Calif.
SPONS AGENCY	California State Postsecondary Education Commission, Sacramento.
PUB DATE	Oct 81
NOTE	77p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Adult Education; *Adult Students; Educational Attainment; Educational Needs; Financial Support; Income; Individual Characteristics; *Lifelong Learning; *Participant Satisfaction; *Participation; State Programs; State Surveys; *Student Characteristics; Student Educational Objectives
IDENTIFIERS	California; *Participation Rates

ABSTRACT

A study examined adult participation in lifelong learning activities in California. During the project, 354 telephone interviews were conducted with adults in nine cities in California. About 42 percent of those interviewed had participated in at least one course, class, or other organized learning activity during the previous year. As compared to nonparticipants, the average participant in adult learning activities was more likely to be under 55 years of age, live in a suburban city, have higher levels of education and income, and be employed full-time in a professional job. With respect to learning activities in the previous year, the average number of courses taken was three; about a fifth of these were business courses, and over three-fourths of them were taken on a part-time bsis. While over half of the courses were taken for credit and for job improvement or self-development, employers only paid for about 20 percent of them. Over half of those interviewed planned to participate in some learning activities in the coming year. Mentioned as the major barriers to lack of participation were lack of time and cost. The most desired supportive services were job placement, counseling, and financial aid. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED239030

ADULT PARTICIPATION IN LIFELONG LEARNING ACTIVITIES IN CALIFORNIA

Clare Rose

Cheryl C. Graesser

EVALUATION AND TRAINING INSTITUTE

Report to the
California Postsecondary Education Commission

October, 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J C Coffey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OE 08/7/86

ACKNOWLEDGEMENTS

We would like to thank the following telephone interviewers: Ms. Leslie Gardner; Planning Management Research Associates; and Mr. Armando Ruiz, El Camino Community College. We would also like to thank Dr. Roger Bolus for his assistance with the data analyses, and Ms. Linda Rose and Mr. Barry Witkow for their assistance in coding the questionnaire responses. Ms. Janis Cox Coffey, Lifelong Learning Project Director, California Postsecondary Education Commission, provided on-going support and enthusiasm as project monitor, and her contribution to the study is gratefully acknowledged.

TABLE OF CONTENTS

Page

Executive Summary..... 1

Introduction..... 1

Method..... 3

Results..... 6

Discussion..... 26

References..... 29

Appendix A: Categorization of California Cities by Geographical Location and Urban, Suburban or Rural Character

Appendix B: Adult Learner Survey Form

Appendix C: Instruction for Interview Staff

Appendix D: Codebook for Adult Learning Survey

Appendix E: Responses to Open-Ended Survey Questions

Appendix F: Additional Characteristics of Adult Learner Sample

LIST OF TABLES

Page

Table 1. Percentage of Participants and Non-Participants, by Ethnic Group..... 7

Table 2. Percentage of Participants and Non-Participants, by Location..... 7

Table 3. Distribution of Participants and Non-Participants Across Age Groups..... 9

Table 4. Percentage of Participants and Non-Participants Within Each Age Group..... 9

Table 5. Distribution of Marital Status of Participants and Non-Participants..... 11

Table 6. Percentage of Participants and Non-Participants Within Each Marital Status..... 11

Table 7. Distribution of Highest Educational Level of Participants and Non-Participants..... 12

Table 8. Distribution of Income for Participants and Non-Participants..... 13

Table 9. Percentage of Participants and Non-Participants Within Each Income Level..... 13

Table 10. Distribution of Employment Status of Participants and Non-Participants..... 15

Table 11. Percentage of Participants and Non-Participants Within Each Employment Status..... 15

Table 12. Distribution of Type of Work Conducted by Participants and Non-Participants..... 16

Table 13. Educational Activities by Subject Area..... 18

Table 14. Reasons for Current Participation in Learning Activities..... 18

Table 15. Current Learning Activity Specifications from Participants, in Percent..... 19

Table 16. Institutions and Organizations Providing Instruction.. 20

Table 17. Reasons for Planned Future Participation in Learning Activities, in Percent..... 20

LIST OF TABLES (continued)

Page

Table 18. Barriers to Participation in Educational Activities... 23

Table 19. Future Course Preferences of Participants and Non-Participants, in Percent..... 24

Table 20. Desired Services to Encourage Interviewees to Participate, in Percent..... 25

Table 21. How Information About Educational Activities was Received, in Percent..... 25

EXECUTIVE SUMMARY

A total of 354 telephone interviews were conducted with adults in nine cities to assess the degree of participation in lifelong learning activities in California. The main findings were:

1. About 42 percent of the sample of California adults had participated in at least one course, class, or other organized learning activity during the previous year.

2. As compared to non-participants, the average participant in adult learning activities:

   - is more likely to live in a suburban city;
   - is equally likely to be male or female;
   - is more likely to be under 55 years old;
   - has a higher level of education and income;
   - is more likely to be employed full-time; and,
   - is more likely to be employed in a professional level job.

3. With respect to learning activities taken in the previous year:

   - the average number of courses taken was three;
   - over a third of the participants took only one class;
   - about a fifth of the courses were in business;
   - over three-fourths of the classes were taken on a part-time basis;
   - over half of the courses were taken for credit and for job improvement or self-development;
   - over half of the courses were on weekdays on a college campus;
   - about a third of the classes were one semester long, and were in the evening;
   - the average cost of participation was $112.65 per class; and
   - participants paid the major share of the cost, with employers paying for about 20 percent.

4. Regarding future plans for participation in learning activities:

   - over half of the interviewees were planning to participate in some learning activity in the coming year;
   - the most preferred classes were lecture courses on a campus, offered on weekdays, in the evening;
   - the major barriers to participation were lack of time and cost;
   - health and age considerations were mentioned as barriers to participation more often by non-participants;
   - the most desired support services were job placement and counseling services, and financial aid;
   - more non-participants indicated a desire for special services for elder students; and
   - the most effective means of providing information about educational activities was through brochures or bulletins in the mail.

INTRODUCTION

In 1973, the Carnegie Commission on Higher Education published a report focusing on alternative channels to higher education (1). Among the major themes of that report were:

> "...the current system of postsecondary education in the United States ... puts too much emphasis on continuation of education right after high school and then never again, rather than on learning through out life. It thus discourages deferred attendance and the participation of older persons.
> The system can be improved by...creating more opportunities for returnees to higher education and for all adults to participate in postsecondary education (p. 4)."

The report made an important distinction between "higher" education and "further" education: "Higher" education was defined as oriented toward academic degrees or broad occupational certificates. It occurs on college or university campuses, or through campus-substitute institutions, such as extension programs. "Further" education was defined as oriented toward more specific occupational or life skills, rather than academic degrees. It occurs primarily in non-campus environments such as industry, and the military.

This distinction is important because the report projected radically different futures for higher and further education. Specifically, in the eighties, higher education was expected to become a smaller component of the expanding postsecondary education, and further education was expected to become a larger segment of the total. Higher education was also expected to grow less in numbers of traditional students and more in numbers of nontraditional students.

The issue of the role of adult learners in the future of postsecondary education is of great concern to educators within California. According to "Issues in Planning for the Eighties", a report of the California Postsecondary Education Commission (CPEC), the projected changes in the age mix of California's population indicate dramatic increases in the numbers of persons ages 30-49, with no changes in the number of persons aged 20-29 (2). If postsecondary education in California is to grow, or even to maintain itself during the next decade, there must be an increase in the numbers of older students.

There is very little information available, however, on the degree of adult participation in learning activities, either nationally or statewide. On the national level, the Commission on Non-Traditional Learning sponsored a study in 1972 that was conducted by the Response Analysis Corporation, in collaboration with the Western Office of the Educational Testing Service (3). Based on a nationwide sample of persons aged 18 to 60, they estimated that 30.9 percent of the adult population had participated in some form of instruction during the previous year.

A major source of information about California was the 1970 Census data. According to the Census, in 1970, 10 percent of the population in

California between the ages of 25 and 34 were enrolled in school. This figure compared quite favorably with the nationwide percentage of 6.1 for persons in that age range. In fact, California had the second highest rate of participation for this age group, surpassed only by the 12.6 participation rate in Utah.

The various segments of public postsecondary education have at times collected information on student enrollments by age groups. For example, the Spring, 1980 report of the Statewide Longitudinal Study (4), sponsored by the Chancellor's Office of the California Community Colleges, indicated that over 45 percent of the enrollments in their sample were persons over age 25. Data published by CPEC in the 1978 Information Digest indicated that adults over age 25 constituted 29.2 percent of the opening Fall enrollment in the California State University and Colleges in 1977; in the University of California, adults over age 25 were only 11.1 percent of the opening Fall 1977 enrollments.

None of the available data, however, have provided information on the participation of California adults in the wide variety of learning activities outside of the public sector. There is a general sense that much of the instruction provided adults occurs in proprietary schools, in the work place, in community organizations, or other "non-traditional" locations.

The goal of the present study is to examine adult participation in various types of learning activities within California. Specifically, the objectives of the Adult Learning Survey were to:

A. Determine the degree of adult participation in lifelong learning activities in California.

B. Identify the different types of learning and training activities in which adults participate within both traditional education agencies and non-traditional organizations;

C. Determine which learning and training activities charge for participation, the costs of participation, and, for those activities that do charge, who pays;

D. Determine which learning or training activities offer academic credit, and whether academic credit is perceived as being important by the participants;

E. Describe the relationship(s), if any, between various demographic variables and types of learning or training activity participated in, by California adults;

F. Describe the relationship(s), if any, between those learning or training activities an adult has participated in during the past, is currently engaged in, and anticipates or would like to participate in during the coming year.

METHOD

The methodology used in this study is described below in three sections: 1) the selection of the survey sample; 2) the questionnaire and procedure used in interviewing; and, 3) the method of analysis of the results.

Survey Sample

The first step in selecting a representative sample of adults from within California was to select a sample of cities or areas. This was accomplished by categorizing cities according to two variables: 1) Geographical location in the state; Southern, Central or Northern; and, 2) Character: Urban, Suburban, or Rural.

The geographic locations were defined by county boundaries. The Southern area included San Luis Obispo, Kern, and San Bernardino counties and all counties south. The Northern area was defined as San Mateo, Alameda, Contra Costa, Sacramento, Amador, and El Dorado counties and all counties north. The Central area consisted of all counties in between the Northern and Southern areas.

The definitions of urban, suburban or rural character were derived from the Standard Metropolitan Statistical Areas (SMSAs) of the Bureau of Labor Statistics. An SMSA includes a city of specified population and the county in which it is located (central county). Contiguous counties may be included in an SMSA when they meet the criteria of metropolitan character and integration with the central county. Twenty-five of California's 52 counties are included in SMSAs.

All cities that were specified as the main city in a central county of an SMSA were categorized as Urban. Those cities with a population over 50,000 that were located in a county designated as an SMSA were categorized as Suburban. Cities with a population over 10,000 that were located in counties not designated as part of an SMSA were categorized as Rural.

All cities within California were categorized in this 3 (Location) by 3 (Character) matrix, shown in Appendix A. One city was then selected from each cell of the matrix, for a total of nine cities. The sample thus included three cities in each geographic location, and three cities of each character. The cities selected were: Sacramento, Berkeley, Redding, San Jose, Sunnyvale, Visalia, Los Angeles, Santa Monica, Calexico.

Procedure

The first step in conducting the survey was to revise the draft of the Adult Learner Survey that accompanied the Request for Proposals. The draft was reviewed by both ETI staff and the project monitor, and was then field-tested with a sample of 10 adults in the Southern California area. The final version of the Adult Learner Survey used in this study is presented in Appendix B.

ETI staff conducting the telephone interviewes were provided with an extensive instruction manual, which is presented in Appendix C. The instructions were as follows.

The interviewers were either provided with or asked to obtain the telephone book(s) of the city(s) in which they were to conduct interviews. In each telephone book, the interviewers were to first determine whether the individual name listings for their city were in a separate section, e.g. the Visalia section of the Kings & Tulare County telephone book, or whether the numbers were indicated by an abbreviation after the names, e.g. the abbreviation Calx for Calexico in the Imperial County telephone book.

To select the pages, the following procedure was used:

1. The interviewers determined the total number of white pages in the target city's section, or the total number of white pages in the book, if the cities were not separated.

2. The total number of white pages was divided by the number of interviews to be made in that city, and the result was rounded off to the nearest whole number.

3. The result indicated the page number of the first page to be sampled. The second page to be sampled was the first page number + the result, the third page sampled was the second page number + the result, and so on.

The following example illustrates the above procedure for a city that did not have a separate telephone book. Suppose there were 110 white pages in the book in which the city was listed. Dividing 110 by 35 equals 3.43, which was then rounded off to 3. Thus the first page sampled was page #3, the second page was page #6, the third, page #9, the fourth, page #12, and so on.

On each selected page, the interviewers were to randomly select one name from the target city. From each selected page, the interviewers were instructed to make as many calls as necessary to obtain one person who agreed to be interviewed. If a child answered the phone, the interviewers asked to speak with his or her father or mother.

In conducting the telephone interviews, interviewers were instructed to follow as closely as possible the script on the survey forms provided. They were, however, permitted to use their own words if it was more comfortable. The responses of each interviewee were recorded on a separate survey form. If the interviewee had taken more than one class or course in the previous year, the interviewers were to record the responses about each class on a separate survey form.

All interviews were conducted on Monday, Tuesday, Wednesday, and Thursday evenings, between 7 p.m. and 10 p.m.; on Saturday, between 10 a.m. and 5 p.m.; and on Sunday, between 12 p.m. and 10 p.m.

Analyses

The survey responses were coded using the codes pre-printed on the questionnaires. Some questions were open-ended, and thus required pre-coding into categories. The categories used are identified in the Coding Booklet presented in Appendix D. Responses to the following questions were pre-coded into categories: #4 (Subject or Topic Area of Class), #5 (Reason for Taking Class), #7 (Where Instruction was Received), #21 (Reasons for Taking Future Classes), #24 (Where Prefer to Take Classes), and #39 (Type of Work).

A complete list of the responses to each of the following questions is presented in Appendix E: #4 (Subject or Topic Area of Class), #6 (Name of School or Organization Providing the Instruction), #20 (Learning Activities Plan to Take in Future), #22 (Activities to Encourage Taking Classes), #24 (Where Prefer to Take Classes), #39 (Type of Work), and #41 (Subject or Topic of Classes Taken by Other Members of Household).

Additional tables of the characteristics of participants and non-participants in learning activities are presented in Appendix F.

RESULTS

A total of 354 telephone interviews were conducted with adults in the nine sample cities across California. Of the adults interviewed, 42.4 percent had participated in at least one course, class or other organized learning activity in the previous year. This rate of participation is siginificantly higher than rates found in previous studies.

Before presenting the results, note should be made of the generalizability of the survey sample. Statistically, a sample of 350 persons randomly selected from the entire population of California would yield an estimated error rate of 5 percent. However, given the time and cost constraints of this study, the samples were randomly selected from nine representative cities across the state. On this basis, we feel that the statewide sample is representative of California's adult population.

The results are discussed below in three sections: characteristics of the entire sample, responses of those adults who participated in educational activities, and responses of all interviewees with regard to their future learning plans. It should be noted that as in any survey, not all interviewees responded to all questions, therefore the totals and percentages may not match from one table to another.

Characteristics of the Adult Learning Survey Sample

Ethnic Background. The overall random sample of adults contained about two-thirds white and one-third minority members. The percentage of participants and non-participants within each ethnic group is shown in Table 1. The sample totals in the table do not include the one American Indian, the three "Other's", and the eight non-respondents.

The rate of participation in learning activities was around 45 percent for the white and black groups of adults, with a slight increase for Orientals. As might be expected, however, the Hispanic group had the lowest percentage of members participating in educational programs. It is tempting to speculate about the cultural differences in attitudes toward education that might yield the above findings, but a simpler explanation might be simply more Hispanic members of California's population who do not speak English well do not participate in learning activities provided in English.

To check for this possibility, 34 interviews were conducted with Hispanic persons who spoke only Spanish. Of these interviewees, only 11.8 percent were participants in educational programs. The participation rate of Hispanic interviewees who spoke English was 45.6 percent, which is the same as the white and black sample adults. Clearly, then, the lower participation rate of the total sample of Hispanic's was due to the lower participation by non-English speaking interviewees.

Geographical Distribution. There were more participants in learning activities in suburban cities than in rural or urban cities. The higher participation rate for suburban dwellers is reasonable, given that persons living in suburbs tend to be from higher socioeconomic strata, and to have

Table 1. Percentage of Participants and Non-Participants, by Ethnic Group.

	White	Black	Hispanic	Oriental or Filipino
Participants	47.5	44.4	23.5	52.9
Non-participants	52.5	55.6	76.5	47.1
Total Interviewed (N)	221	36	68	17
Percent of Sample	63.9	10.4	19.7	4.9

Table 2. Percentage of Participants and Non-Participants, by Location.

Location	Total Interviewees (N)	Participants	Non-Participants
Urban Cities			
Los Angeles	42	28.6	71.4
Sacramento	34	41.2	58.8
San Jose	35	48.6	51.4
Total Urban	111	38.7	61.3
Suburban Cities			
Berkeley	35	57.1	42.9
Santa Monica	49	40.8	59.2
Sunnyvale	35	62.9	37.1
Total Suburban	119	52.1	47.9
Rural Cities			
Calexico	49	28.6	71.4
Redding	34	44.1	55.9
Visalia	36	38.9	61.1
Total Rural	119	36.1	63.9
Total All Locations	349	42.4	57.6

(Chi-square (8) = 17.07, $p < .01$)

more education. Surprisingly, the percentage of participants in urban cities was the same as in rural cities.

The nine sample cities, shown in Table 2, were also selected to be representative of different areas in California. The percentage of participants in the Southern California cities (Los Angeles, Santa Monica, and Calexico) was slightly less than in either the Northern cities (Sacramento, Berkeley, and Redding) or the Central cities (San Jose, Sunnyvale and Visalia): 32.9 percent as compared to 47.6 percent and 50.0 percent, respectively. This finding, however, may be due to the fact that a deliberate attempt was made to conduct more interviews with Hispanic persons in Southern California, and the lower rate of participation for this ethnic group may have lowered the overall participation rate of Southern Californians as a whole.

The distribution of the ethnic background of the total sample in each city is shown in Table F1 of Appendix F. As was explained above, the percentage of Hispanics was highest in the three Southern California cities. The higest percentages of blacks were from Los Angeles, 26.2 percent, and Berkeley, 17.6 percent. The highest percentages of white interviewees were from Redding, 93.8 percent, and Sunnyvale, 91.4 percent.

Sex of Interviewees. Of the total sample of interviewees, about 48 percent were female and 52 percent were male. There was no difference in participation in learning activities due to sex: approximately 42 percent of the males and 43 percent of the females had participated in some form of learning activity.

The distribution of participants and non-participants of each sex within the three largest ethnic groups is shown in Table F2 of Appendix F. The rate of participation was relatively constant across ethnic groups for females, but the participation rate for males ranged from a high of 52.5 percent for white males, to 31.5 percent for black males, to only 18.4 percent for Hispanic males.

Age of Participants. As can be seen from Table 3, the ages of participants tended to concentrate between 25 and 55, while the age range of non-participants was much wider. There was a clear tendency for persons aged 55 or older to be less likely to participate in learning activities. This is supported by the participation rates within age groups, shown in Table 4: About 76 percent of persons aged 55 or over were non-participants, compared to almost 51 percent of persons under 55. The lower participation by seniors may be due to health or financial reasons, but there is also some indication in their responses to later questions that older adults do not perceive postsecondary institutions as trying to meet their needs.

Marital Status of Participants. Over half of the interviewees, participants and non-participants alike, were married. This is slightly less than the percentage of married persons in California at large. There was a slight tendency for more participants to be single, as might be expected in light of social folk-lore that says that classes are a "good way to meet people." However, the overall differences between the two groups were not significant. The distribution of marital status is

Table 3. Distribution of Participants and Non-Participants Across Age Groups.

	Under 25	25-35	35-45	45-55	55-65	65-75	Over 75
Participants	20.4	28.6	19.0	17.0	9.5	5.4	0
Non-Participants	15.1	20.1	17.1	12.6	18.1	12.6	4.5

(Chi-square (6) = 20.72, $p < .01$)

Table 4. Percentage of Participants and Non-Participants Within Each Age Group.

	Under 25	25-35	35-45	45-55	55-65	65-75	Over 75
Participants	50.0	51.2	45.2	50.0	28.0	24.2	0
Non-Participants	50.0	48.8	54.8	50.0	72.0	75.8	100.0
Total n	60	82	62	50	50	33	9
Percent of N	17.3	23.7	17.9	14.5	14.5	9.5	2.6

depicted in Table 5, and the percentage of participants within each status category is shown in Table 6.

Presence of Children. Surprisingly, the presence of children in a home did not affect participation in adult learning activities: 62 percent of participants and 69 percent of non-participants indicated they had children. The ages of the children also did not affect participation; chi-square tests on the distribution of children's ages were all non-significant.

Level of Education. As was expected, participants in adult learning activities had higher levels of education than non-participants. As can be seen from Table 7, over 80 percent of participants had gone on to some form of postsecondary education, as compared to about 40 percent of the non-participants. Over 35 percent of the participants compared to 21 percent of non-participants reported some college or technical school training; 14 percent of participants compared to 10.5 percent of non-participants had graduated college. Even more striking, eight percent of the participants reported some graduate work; of the non-participating group, less than one percent reported having had graduate work.

The distribution of highest educational level for male and female participants and non-participants is shown in Table F3 of Appendix F. Of the participants, slightly more females had Master's degrees, 10.7 percent as compared to 4.4 percent of the males, but all of the Ph.D.'s in the sample were males. Of the non-participants, the percentage of males with more than a high school education was higher than the females.

The percentage of participants and non-participants within each educational level is shown in Table F4 of Appendix F. As might be expected, the percentage of participants increases as the educational level increases.

Family Income. Over half of the interviewees, 64 percent, responded to the question asking the level of their family income. As has been found in previous studies, participants in adult learning activities tended to have higher family incomes than non-participants. Over 65 percent of the participants reported incomes over $15,000, compared to only 42 percent of non-participants. At the other end of the scale, twice as many participants as non-participants reported incomes over $50,000. The distribution of incomes for participants and non-participants is shown in Table 8, and the percentage of participants and non-participants within each income level is shown in Table 9.

A fourth of the interviewees, 24 percent, declined to indicate their income. Of the remaining interviewees, 50 percent of the participants and 55.2 percent of the non-participants indicated their family income was above $15,000 per year.

Employment Status. As can be seen from Table 10, more participants were employed both full and part-time, and considerably more non-participants were retired. The percentgae of participants and non-participants within each employment status is shown in Table 11. Slightly over half of the employed members of the sample had participated

Table 5. Distribution of Marital Status of Participants and Non-Participants.

	Single	Married	Separated	Divorced	Widowed	No Answer
Participants	32.9	51.0	2.7	10.1	3.4	0.0
Non-Participants	25.0	54.0	2.5	7.0	11.0	0.5

(Chi-square (5) = 10.19, $p < .05$)

Table 6. Percentage of Participants and Non-Participants Within Each Marital Status.

	Single	Married	Separated	Divorced	Widowed	No Answer
Participants	49.5	41.3	44.4	51.7	18.5	0.0
Non-Participants	50.5	58.7	55.6	48.3	81.5	100.0
Total n	99	184	9	29	27	1
Percent of N	28.4	52.7	2.6	8.3	7.7	0.3

Table 7. Distribution of Highest Educational Level of Participants and Non-Participants.

	Participants	Non-Participants
Elementary	1.4	11.6
Junior High	3.4	16.8
High School Diploma or GED	12.9	31.1
Some College or Technical School	35.4	21.1
Technical or Business School	6.1	3.7
Two-year Degree (Associate)	4.8	2.1
Bachelor's Degree (BA, BS)	14.3	10.5
Some Graduate Work	8.2	0.5
Master's Degree	7.5	2.6
Master's Degree plus Graduate Work	0.7	0.0
Doctorate	5.4	0.0

(Chi-square (10) = 75.85, $p < .01$)

Table 8. Distribution of Income for Participants and Non-Participants.

	Participants	Non-Participants
Below $7,500	12.9	23.2
$7,501 - $15,000	21.8	34.4
$15,001 - $30,000	29.7	24.8
$30,001 - $50,000	25.7	12.0
Over $50,000	9.9	4.8

(Chi-square (5) = 15.47, $p < .01$)

Table 9. Percentage of Participants and Non-Participants Within Each Income Level

	Participants	Non-Participants
Below $7,500	31.0	69.0
$7,501 - $15,000	33.8	66.2
$15,001 - $30,000	49.2	50.8
$30,001 - $50,000	63.4	36.6
Over $50,000	62.5	36.6

in learning activities, while over 60 percent of the unemployed interviewees had not.

The distribution of employment status for participant and non-participant members of different ethnic groups is shown in Table F5 of Appendix F. More white participants were employed full-time, 61.9 percent, than black or Hispanic participants, 37.5 percent and 43.8 percent, respectively. The distribution of employment status for male and female participants and non-participants is shown in Table F6 of Appendix F. More male than female participants were employed full-time, 76.8 percent as compared to 44 percent.

Type of Work. The type of work conducted by employed participants and non-participants was classifed according to categories shown in Table 12. As might be expected, more participants than non-participants were working at the professional levels, 37.8 percent compared to 20.8 percent. The complete list of responses to this question, presented in Table E6 of Appendix E, is quite revealing. Among the interviewees are a rancher, a hard rock miner, three M.D.'s, a disc jockey, and a man who makes grave markers! Clearly, the sample represents a wide range of Californians.

The percentage of participants and non-participants within each type of work classification is presented in Table F7 of Appendix F. The two classifications with the highest percentage of participants were professional II (professor, lawyer, etc.), 77.8 percent, and housewife, 66.7 percent.

The distribution of the type of work conducted by members of different ethnic groups is shown in Table F8 of Appendix F. More whites were professionals, 29.7 percent, than in either the black or Hispanic distributions. On the other hand, over 50 percent of the Hispanic interviewees, and about 44 percent of the black interviewees, were semi-skilled or general workers, as compared to about 20 percent of the white interviewees.

Participation by Other Members of Household. Having one person in a household participating in educational activities made it more likely that others in that household would also participate. Thirty-three percent of the participants indicated that there were other members of their household who had participated in educational activities during the previous year, compared to only 9.2 percent of the non-participants. It should be noted that the participation rate for the entire sample, 42.4 percent, was determined from the interviewees, and does not include other members of the household who may have participated in learning activities.

Course Information from Participants

The average number of courses taken by interviewees in the previous year was three, with 38.6 percent taking only one class. Most participants, 79.6 percent, took the classes on a part-time basis.

The most frequently mentioned courses were in management (8), history (7), exercise (7), and real estate (5). The courses ranged from Advanced Microbiology to Principles of Marketing to Astrology. A complete listing

Table 10. Distribution of Employment Status of Participants and Non-Participants.

	Participants	Non-Participants
Employed, Full-Time	58.1	42.6
Employed, Part-Time	12.2	7.7
Unemployed	23.6	28.2
Retired	5.4	20.0
Other	0.7	1.5

(Chi-square (4) = 20.16, $p < .05$)

Table 11. Percentage of Participants and Non-Participants Within Each Employment Status.

	Participants	Non-Participants
Employed, Full-Time	50.9	49.1
Employed, Part-Time	54.5	45.5
Unemployed	38.9	61.1
Retired	17.0	83.0
Other	25.0	75.0

Table 12. Distribution of Type of Work Conducted by Participants and Non-Participants.

	Participants	Non-Participants
General Worker	1.8	12.8
Semi-Skilled Worker	17.9	21.6
Skilled Clerical	12.5	17.6
Skilled Craft	8.9	7.2
Protective Services	2.7	0.0
Manager	5.4	8.0
Farm Owner	0.9	0.8
Semi-Professional	11.6	4.8
Professional I (e.g. Bank Manager, Teacher, Engineer, CPA)	29.5	19.2
Professional II (Physician, Professor, Lawyer)	6.3	1.6
Housewife	1.8	0.8
Unemployed	0.9	4.0

of all courses taken by interviewees is presented in Table E1 of Appendix E.

The subject area of the classes or programs were categorized as shown in Table 13. About a fifth of the courses were in business, with the remainder spread out over the entire categorization. The "Other" courses included bible studies, creative writing, est, navigation, speed reading, and GRE preparation.

Over half of the participants took classes for job improvement or for self-development, as can be seen from Table 14. Those participants taking courses for degree requirements were working towards a B.A. (61.5 percent), an M.A. degree (19.2 percent), or an A.A. degree (15.4 percent).

Of those participants who had taken courses for job improvement, 64.5 percent had taken 2 or more classes in the previous year, compared to 50 percent of participants taking courses either for self-development, or for recreation. Participants taking courses for recreation tended to take physical education (34.8 percent) or arts and crafts (30.4 percent). Those taking courses for job improvement tended to take business (20.8 percent), professional courses (18.8 percent) or technical-vocational (18.8 percent). Persons taking courses for self-development took courses from the entire range of subject areas.

Course Specifications. Over half of all participants took classes on a college campus, and on the weekdays. About a third of the classes were one semester in length, and a third were in the evening. The specifications of programs taken during the previous year is shown in Table 15.

Using all participants, the average distance travelled to and from class each meeting was 26.4 miles. This figure, however, includes seven persons who travelled over 100 miles, and two persons who travelled over 500 miles roundtrip. Excluding these well-travelled individuals, the average distance travelled to and from class was only 11.3 miles. Clearly, there was a strong preference for learning activities offered nearby.

The average number of hours per class was 3.8, excluding six participants who indicated over 12 hours of class time per session. Over a fourth of the participants, 28.6 percent, indicated their classes lasted two hours per session.

Organizations and Institutions Providing Instruction. About half of the participants, 50.3 percent, were enrolled in courses offered through public or private postsecondary institutions such as the University of California, the State Universities and Colleges, and community colleges. The other half participated in learning activities offered through associations, specialty schools, community organizations, and employers, as can be seen in Table 16. A complete list of the schools and organizations providing instruction to the interviewees is presented in Table C2 of Appendix C.

Credit for Participation in Learning Activities. More classes were taken for credit than not, 61.2 percent compared to 38.8 percent. This

Table 13. Educational Activities by Subject Area.

	Number	Percent
Business	38	19.0
Other	27	13.5
Social Science	25	12.5
Physical Education	22	11.0
Arts & Crafts	16	8.0
Medical and Health	16	8.0
Professional (Law)	14	7.0
Natural & Physical Sciences	12	6.0
Home Economics	10	5.0
Languages	10	5.0
Technical or Vocational	10	5.0

Table 14. Reasons for Current Participation in Learning Activities.

	Number	Percent
Job Improvement	74	33.2
Self-Development	60	26.9
Pleasure or Recreation	39	17.5
Degree Requirements	34	15.2
Continuing Education Requirements	9	4.0
Other	7	3.1

Table 15. Current Learning Activity Specifications from Participants, in Percent.

Place of Instruction:	
Campus	56.3
Meeting Hall	14.4
Public School	7.9
Work Place	5.7
Home	4.8
YMCA-YWCA	1.7
Other	8.7
Length of Class:	
1 - 7 Days	24.3
> 1 week & < 1 Month	5.8
> 1 Month & < 1 Semester	21.7
1 Semester	3.4
2 Semesters	6.2
Ongoing	7.5
Time of Week:	
Weekdays	84.2
Weekends	12.7
Both	3.1
Time of Day:	
Mornings	21.2
Afternoon	16.8
Evenings	36.7
All Day	25.2

Table 16. Institutions and Organizations Providing Instruction.

	Number	Percent
Universities and Colleges	34	23.4
Community Colleges	39	26.9
Specialty Schools	20	13.8
Employers	16	11.0
Associations	11	7.6
Community Organizations	10	6.9
Secondary School Districts	7	4.8
Government	3	2.1
Others	5	3.4

Table 17. Reasons for Planned Future Participation in Learning Activities, in Percent.

	Participants	Non-Participants
Self-Development	33.0	57.1
Job Improvement	21.4	23.2
Required for Degree	29.1	7.1
Pleasure or Recreation	10.7	5.4
CED Requirement	2.9	3.6
Other	2.9	3.6

percentage is much higher than was expected in light of previous studies.

The credit was toward a certificate, diploma or degree for 50 percent of the classes, and 5.6 percent of those reporting credit were taking courses for continuing education units for licensing, 39.4 percent was for general continuing education units, and 4.9 percent was for other credit. Of those earning credit towards a certificate or degree, 47.2 percent were working toward a B.A. degree, 20.8 an M.A. degree, 15.1 percent an Associate degree, a high school diploma or a community college certificate (5.6 percent each), and 3.8 percent was towards a General Education Diploma (GED).

Costs of Participation in Learning Activities. The total average cost of participating in adult education programs was $112.65, per class or course. Within this total cost, the average cost of tuition was $62.00. This figure excludes the 11.4 percent who did not pay any tuition, and three persons who reported extremely large tuitions over $500. The tuitions used in calculating the average ranged from $1.00 to $480, with 25.6 percent reporting a $9.00 tuition. The average cost of books was $28.73, with 34.4 percent not paying anything. Average cost of transportation to and from classes was $21.92 (for the entire duration of the course).

Employers paid a portion of the total costs for about 23 percent of the participants; employers paid 100 percent of the costs for 19 percent. Approximately 72 percent of the interviewees paid 100 percent of their educational costs. Only five interviewees indicated that any portion of their fees had been paid by scholarships or grants, and only two of these received 100 percent of their costs.

Future Learning Plans of Participants and Non-Participants

Over half of all interviewees, 52 percent, were planning to participate in some learning activity in the coming year. An interviewee was more likely to plan on future participation in learning activities if he or she had previously participated; of those interviewees planning future participation, 63.3 percent had participated in some form of educational activities the previous year.

Previous participants in adult learning had a wider variety of reasons for future participation than non-participants, as can be seen from Table 17. Continuing the trend of why people take courses, the most frequent reason given for future participation was self-development, followed by job improvement.

Barriers to Participation. To assess the reasons why some interviewees were not planning to participate in learning activities in the future, questions were asked regarding perceived barriers to participation. Most participants and non-participants perceived no real barriers to participation. A smaller number of both groups mentioned a lack of time and cost considerations as barriers. Interestingly, non-participants mentioned health and age-related considerations as barriers to participation more frequently than participants.

A second interesting finding in the list of barriers, shown in Table 18, is the relatively infrequent mention of lack of child care as a barrier. While concern over family responsibilities was mentioned by large numbers of both participants and non-participants, it cannot be assumed that this concern was directly related to the presence of children in the home. This ties in with the earlier finding that presence of children had no effect on rate of participation in adult learning activities.

Course Preferences. Both previous participants and non-participants indicated a strong preference for classes offered on a campus, on weekdays and in the evening. Lectures and workshops were the preferred method of instruction for about half of both participants and non-participants. On the job training was preferred by slightly more non-participants. The only difference in preferences between the two groups was that twice as many participants preferred workshops than non-participants. The course preferences are shown in Table 18.

Desired Support Services. The most frequently mentioned services respondents would like to have available in order for them to take advantage of educational activities were job placement and job counseling services, and financial aid. Of special interest was the finding that more non-participants indicated a desire for special programs for elder citizens. Thus one means of increasing the enrollment of older students may be to emphasize such support programs.

The list of preferred services is shown in Table 20.

Information About Educational Activities. The most effective means of providing information about educational activities to prospective participants was through brochures or bulletins mailed directly to their home. This was true for both the participant and non-participant groups. A distant second was newspaper articles or advertisements. There were two differences between participants and non-participants: more non-participants received information about courses through TV announcements, and more participants received information through announcements at work.

The distribution of responses to the question of how information was received is shown in Table 21.

Table 18. Barriers to Participation in Educational Activities

Barriers Perceived by Participants:

No perceived barriers (66)
Lack of time (29)
Cost considerations (12)
Family responsibilities (11)
Lack of child care (7)
Lack of transportation (6)
Health/age considerations (4)
Full work schedule (2)
Lack of interest (2)
Has trouble getting into popular courses (2)
Doesn't like to drive by self (1)
Language barrier (1)
No classes close by (1)

Barriers Perceived by Non-Participants:

No perceived barriers (67)
Lack of time (21)
Cost considerations (20)
Health/age considerations (20)
Family responsibilities (16)
Full work schedule (15)
Lack of child care (9)
Lack of transportation (9)
Lack of interest (8)
Doesn't like to go out at night (2)
No classes close to home (2)
Too busy (2)
Lack of good courses (1)

Table 19. Future Course Preferences of Participants and Non-Participants, in Percent.

	Participants	Non-Participants
Preferred Place for Courses:		
Campus	72.1	62.0
Home	5.9	16.3
Work Place	3.7	4.9
Meeting Hall	1.5	2.2
Other	16.9	14.7
Preferred Teaching Methods:		
Lectures	38.5	36.6
Workshops	42.9	20.2
On the Job	12.2	18.7
Individual Projects	11.5	6.7
Television	3.4	8.3
Correspondence Courses	4.7	3.1
Other	10.1	12.4
Preferred Time of Week for Classes:		
Weekdays	72.5	64.8
Weekends	10.1	14.0
No Preference	17.4	21.2
Preferred Time of Day for Classes:		
Morning	25.7	25.1
Afternoon	8.8	14.1
Evening	34.5	34.6
No Preference	31.1	26.2

Table 20. Desired Services to Encourage Interviewees to Participate, in Percent.

	Participants	Non-Participants
Financial Aid	19.0	15.5
Job Placement	11.6	17.0
Special Programs for Minority and Women Students	11.6	11.9
Career Information	14.4	8.2
Child Care	10.2	10.3
Special Programs for Elder Citizens	4.1	14.9
Career Guidance	10.2	7.3
Aptitude or Skills Assesment	8.8	4.1
Tutoring or Learning Assistance	6.1	7.7

(Chi-square (1) = 9.57, $p < .05$)

Table 21. How Information About Educational Activities Was Received, in Percent.*

	Participants	Non-Participants
Brochures/Bulletins in Mail	61.7	60.4
Other	28.2	14.3
Newspaper Articles, Ads	19.5	23.9
TV Announcements	4.7	14.7
Announcements at Work	10.1	1.5
Bulletins Posted in Public Places	7.4	5.1
Radio Announcements	2.7	5.6
Announcements at Meetings	0.7	0.5

*The percentages do not sum to 100, since each interviewee could indicate more than one information method.

DISCUSSION

The Adult Learning Survey yielded a number of interesting findings that have major implications for postsecondary education institutions in California. The findings are discussed below, first in terms of the profile of the average participant in learning activities, and then in terms of potential strategies for increasing adult participation.

Profile of the Average Participant. Of special interest is the fact that there were similar rates of participation in learning activities within the white, black, oriental, and English-speaking Hispanic sample groups. The only group that had a significantly lower rate of participation was that of persons of Hispanic background who spoke only Spanish. This is quite understandable, since the majority of learning activities in California are provided in English. Still, the participation rate of 11 percent in that group is remarkable. It would be interesting to know if the programs taken by that 11 percent were in English or in Spanish, but unfortunately the wording of the survey form did not allow us to make that analysis.

The rate of participation was higher in suburban than rural or urban cities. This is not too surprising, given that compared to non-participants, participants in learning activities tended to have higher income levels, and therefore might be more inclined to live in suburan communities. The higher participation rate in suburban areas might also be due to the relative proximity of educational activities. Given that the average distance to and from classes was only about 11 miles, there appears to be a clear preference for activities that were offered close to home or work.

Participants tended to be employed full-time, and were more likely to be employed in a professional level job. The implications of this are evident in the finding that participants tended to take classes on a part-time basis, and many of these classes were business related. At least one group of adult participants in California, then, are looking for programs that provide additional or upgrade training for their job.

Contrary to previous studies, over half of the participants were receiving some form of credit for their learning activities. The majority of the credit was for either degree requirements or general continuing education units. There appears, then, to be a large segment of California adults who pursue postsecondary education through traditional institutions for relatively traditional reasons. Additional evidence for this perception is in the finding that over half of the courses in which adults participated were offered in a traditional academic setting in a university, college, or community college. It should be noted, however, that in at least two of the cities in the sample, Los Angeles and Sacramento, the community colleges do not offer any non-credit programs.

The other half of the participants were enrolled in wide variety of non-traditional postsecondary activities. The programs offered by non-traditional sources ranged from those offered by employers for employees within a company, to continuing education programs offered by

professional associations, to programs offered by community organizations. Somewhat surprising was the number of programs offered by shops and stores, which appear in Table 16 under the category "specialty school." These include music stores offering guitar lessons and fabric shops offering sewing classes. While these stores are not proprietary schools in the usual sense, they do appear to provide specific learning experiences for a number of California adults.

In addition to the wide range of sources of learning activities, there was an equally diverse set of course topics. While most of the courses were business related, participants also took courses in areas such as higher mathematics, tax law, karate, psychology, and stained glass. One interesting finding was the large numbers of adults enrolled in history classes. Indeed, the topics of interest to the older adult appear to be more in line with what has been traditionally a "liberal education." It is reasonable to speculate that the declining enrollments of traditional undergraduate students in these courses may be offset by active programs to encourage adult enrollment.

As might be expected, cost was a major factor in determining whether to enroll in a particular course or program. Somewhat surprising, though, was the relatively large percentage of participants whose employers paid a portion of their costs. In fact, employers paid all the costs for almost a fifth of the participants. This level of support clearly indicates that employers perceive benefits from providing education and training for their employees.

The most prominant source of information utilized by both participants and non-participants in planning learning activities was brochures or bulletins received in the mail. While this may be one of the more expensive means of advertising for institutions, the results of this survey indicate that it reaches far more potential participants than all other methods combined. The finding that more non-participants received information about courses through television announcements indicates that while such ads are remembered, they do not necessarily facilitate the action of enrolling to the same extent as does a brochure with an easy enroll-by-mail form.

There appeared to be clear relationship between previous, present, and future participation in adult learning activities. Those who had previously or were currently participating in some learning activity were much more likely to indicate plans for future participation. This is an indication of support and confidence in the providers of postsecondary education in California, in the sense that participants must have received enough benefit in participating to make them want more. The key to increasing adult participation in lifelong learning, then, may simply be to get them to the first course, and let the natural enthusiasm and pleasure of participation take over.

Implications for Postsecondary Education. Examination of the findings of the Adult Learner Survey leads to the conclusion that it is a misnomer to refer to all adults over age 25 as "adult learners." There are at least two distinct populations within that group: working adults, aged 25-55; and retired, older adults over age 55. The educational needs of the working adult are related to job improvement, or continuing education credit. The educational needs of the older adult are more diffuse, and are related to self-development, and recreation.

Participation in learning activities by older adults also appears to be affected by their perception of the institution's understanding of their educational needs. The finding that more older, non-participant adults indicated a desire for special support services for elder citizens provides some evidence that many older adults did not perceive the institutions or organizations providing instruction as being sensitive to their needs.

Since the major contact any learner has with an institution is with the individual faculty members, one important implication is that postsecondary institutions might consider providing training for faculty to enable them to understand and be able to respond to the needs of older students. This could take the form of faculty development programs, or statewide in-service training workshops.

Another implication for postsecondary education is that one key to increasing the participation of the working adult is close communication and cooperation with business and industry. The findings of this survey indicate that employers are interested in the education of their employees. Many employers are offering their own in-house training programs, while others are willing to pay for the costs of education from other institutions. Postsecondary institutions might consider more actively assessing employer's needs in order to provide appropriate courses, and thus enhance their enrollments of working adults.

The low rate of participation in lifelong learning activities among Spanish-speaking members of the Hispanic population in southern California points to a second set of implications for postsecondary education. Obviously, one method of increasing the participation of Spanish-speaking members of the population is provide opportunities for learning and training in Spanish. It is equally likely, however, that participation could be encouraged simply by providing information about available programs taught in English through brochures and bulletins printed in Spanish. As with any group with special education needs, a demonstration that the institution is sensitive to the needs of Spanish-speaking students may be the first step in increasing their participation in educational activities.

The information obtained in this survey of adult learners has implications for, and can potentially be very useful to administrators and faculty in postsecondary education institutions across the state. CPEC might consider supporting a series of in-service workshops for representatives of California's postsecondary education institutions to disseminate the survey findings, and to help them develop strategies to increase the participation of both working and older adults in lifelong learning activities in California.

REFERENCES

(1) Carnegie Commission on Higher Education. Toward a learning society: Alternative channels to life, work, and service. New York: McGraw-Hill, 1973.

(2) California Postsecondary Education Commission. Issues in planning for the eighties. California Postsecondary Education Commission: 1980.

(3) Commission on Non-Traditional Study. Diversity by design. San Francisco: Jossey-Bass, Inc., 1973.

(4) Hunter, R., & Sheldon, M. S. Statewide longitudinal study: Report on academic year 1979-80 (Part 4 - Spring 1980 Results). Chancellor's Office of the California Community Colleges: 1980.

(5) Williams, G. Towards lifelong education: A new role for higher education institutions. Switzerland: UNESCO, 1977.

APPENDIX A

Table A1. Categorization of California Cities by Geographical Location and Urban, Suburban or Rural Character

Northern Location - Urban Character	
Oakland	Sacramento**
San Francisco	Santa Rosa
Vallejo	

Northern Location - Suburban Character	
Alameda	Berkeley**
Fremont	Hayward
San Leandro	Concord
Richmond	San Rafael
Napa	Daly City
Redwood City	San Mateo
South San Francisco	Fairfield
Roseville	Davis

Northern Location - Rural Character	
Chico	South Lake Tahoe
Arcata	Eureka
Ukiah	Redding**
Yuba City	

Central Location - Urban Character	
Fresno	Modesto
Salinas	San Jose**
Santa Cruz	Stockton

Central Location - Suburban Character	
Marina	Monterey
Pacific Grove	Seaside
Lodi	Mountain View
Palo Alto	Santa Clara
Sunnyvale**	

Central Location - Rural Character

Hanford	Madera
Atwater	Merced
Dinuba	Porterville
Tulare	Visalia**

Southern Location - Urban Character

Anaheim	Bakersfield
Garden Grove	Los Angeles**
Long Beach	Oxnard
Riverside	San Bernardino
San Diego	Santa Ana
Santa Barbara	

Southern Location - Suburban Character

Alhambra	Bellflower
Burbank	Carson
Compton	Downey
El Monte	Glendale
Hawthorne	Lakewood
Norwalk	Pasadena
Pico Rivera	Pomona
Redondo Beach	Santa Monica**
South Gate	Torrence
West Covina	Whittier
Buena Park	Costa Mesa
Fountain Valley	Fullerton
Huntington Beach	Newport Beach
Orange	Westminster
Ontario	Chula Vista
El Cajon	Escondico
Oceanside	Camarillo
San Buenaventura	Simi Valley
Thousand Oaks	Inglewood

Southern Location - Rural Character

Brawley	Calexico**
El Centro	San Luis Obisbo

APPENDIX B

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
ADULT LEARNER SURVEY

LOCATION:
1 = Berkeley
2 = Calexico
3 = Los Angeles
4 = Redding
5 = Sacramento
6 = San Jose
7 = Santa Monica
8 = Sunnyvale
9 = Visalia

SEX OF ADULT LEARNING PARTICIPANT: Male = 1 Female = 2

DATE AND TIME OF CALL: _____

Hello, is this the (READ NAME FROM PHONE BOOK) residence? Hi, you've been selected to participate in a poll of adult participation in lifelong learning activities, sponsored by the California Postsecondary Education Commission. I'd like to ask you a few questions that will take about 10 minutes. Everything you say will be kept completely anonymous, and will be used to help education programs in California better meet the need of adults within the state. [IF RESPONDENT AGREES TO PARTICIPATE, GO ON].

---

1. During the past year, have you or any other adult in your household taken any lessons, classes, workshops, seminars, courses, or apprenticeship training related to your work or for pleasure?

YES = 1 NO = 2 [IF NO, GO TO Q. 19]

[IF ADULT LEARNING PARTICIPANT IS NOT THE PERSON ANSWERING THE PHONE, ASK TO SPEAK TO PARTICIPANT. IF PARTICIPANT IS NOT AT HOME, ASK IF PERSON ON PHONE WOULD BE WILLING TO ANSWER FOR THEM.]

2. How many classes or courses? _____

3. Did you take classes on a full-time or part-time basis?

Full-time = 1 Part-time = 2

I'm going to ask you a few questions about each class, OK?

[COMPLETE A SEPARATE PAGE FOR EACH COURSE THEY TOOK]

4. What was the primary subject or topic of the class?

_____

5. Why did you take that class? (Examples are self-development, job improvement, recreation.)

_____

_____

6. What was the name of the school or organization that provided the instruction?

_____

7. Where did you receive the instruction? _____
(At home, public school, library, college campus, or the like)

8. How long was the class in days, weeks or months? _____

9. (If more than one day) How many hours per day? _____

10. Was the class on: weekdays 1 weekends 2 both? 3

11. Was it in the: morning 1 afternoon 2 evening 3 all day? 4

12. Did you receive any kind of credit for this instruction?

YES = 1 NO = 2 [IF NO, GO TO Q. 15]

13. Was this credit
1 = toward a certificate, diploma or degree? [IF 1, GO TO Q. 14]
2 = continuing education units for licensing?
3 = general continuing education units
4 = other: _____

[IF 2, 3, OR 4, GO TO Q. 15]

14. What type of certificate, diploma or degree?

General Education Diploma (GED)	1
High school diploma	2
Community College Certificate	3
Associate Degree (A.A., A.S. or equivalent)	4
Bachelor's Degree (B.A., B.S.)	5
Master's Degree (M.A., M.B.A.)	6
Ph.D. or Ed.D.	7
M.D., D.D.S. (dentist) or D.V.M. (veternarian)	8
LL.B., or J.D. (law)	9
Other: _____	0

15. What was the total cost of:

15a. Tuition and fees for the class: $_____

Don't Know 9

15b. Books or materials for the class: $_____

Don't Know 9

15c. Transportation to the class: $_____

Don't Know 9

[IF DON'T KNOW TRANSPORTATION COSTS, GO TO 15d.]

15d. About how many miles did you travel to and from class each time?

_____

16. Of the total cost for the course, including tuition, fees, books, materials, and transportation, what percentage did your employer pay for?

_____ %

17. What percentage did you or your family pay for? _____ %

18. What percentage was paid by scholarships or grants? _____ %

[IF THEY TOOK MORE THAN ONE COURSE, REPEAT Q. 4 - 18 ON ANOTHER COURSE PAGE. IF THEY TOOK ONLY ONE COURSE, GO TO Q. 19]

19. Are you planning to take any courses, lessons, workshops, or seminars next year?

YES = 1 NO = 2 [IF NO, GO TO Q. 22]

20. What kind(s) of learning activity(ies) do you have in mind?

_____

_____

21. Why do you want to take that (those) course(s)? _____

_____

22. What could be done to encourage you to take courses or classes?

_____

_____

23. Are there any barriers that prevent you from taking classes? (Examples are family responsibilities, lack of transportation, cost, lack of child care....)

_____

24. Where do (would) you prefer to take courses? (Examples are on a campus, at the place you work)

_____

25. What kinds of teaching methods do you prefer:

Lecture/speakers = 1 Workshops/seminars = 2

Correspondence courses = 3 Television = 4

Individual learning projects = 5 On-the-job training = 6

Other: _____

26. When do you prefer to take classes?

weekdays	weekends	no preference
1	2	3

27. What time of day do you prefer?

morning	afternoon	evening	no preference
1	2	3	4

28. What types of services would you like to have available in order for you to take advantage of the educational activities you mentioned?

Career information = 1

Career guidance = 2

Job placement and job counseling = 3

Financial aid = 4

Tutoring or learning assistance = 5

Child care = 6

Aptitude or skills assessment and testing = 7

Special programs for elder citizens = 8

Special programs and services for minority and women students = 9

Other: _____

29. How do you receive information about the educational activities available in your area?

newspaper articles, ads = 1

radio announcements = 2

brochures/bulletins in the mail = 3

TV announcements = 4

bulletins posted or distributed in public places = 5

announcements at work = 6

announcements at meetings = 7

Other: _____

I'd like to ask a few questions now about you, to help us describe the people in the survey. Let me remind you that you will not be identified by name in the results of the survey, so that everything you tell me will be strictly anonymous.

30. I'd like a rough estimate of your age. Are you:

under 25	25-35	35-45	45-55	55-65	65-75	over 75
1	2	3	4	5	6	7

31. What is your ethnic background?

White	Black	Hispanic	Oriential or Filipino	American Indian
1	2	3	4	5

Other: _____

32. What is your marital status?

Single	Married	Separated	Divorced	Widowed	Decline to answer
1	2	3	4	5	6

33. Do you have children?

YES = 1 NO = 2 [IF NO, GO TO Q. 35]

34. How many are under 12? _____; between 12-16? _____; over 16? _____

35. What is the highest grade or number of years of college you have completed?

Elementary school = 1

Junior high school = 2

High school diploma or GED = 3

Some college or technical school = 4

Technical or business school = 5

Two-year degree (Associate) = 6

Bachelor's degree (B.A., B.S.) = 7

Some graduate work = 8

Master's degree = 9

Master's degree plus some additional work = 10

Doctorate = 11

36. I'd like a rough estimate of your gross family income for last year. Let me read you some categories: [IF THEY REFUSE, GO TO Q. 37]

below $7,500	$7,501-$15,000	$15,001-$30,000	$30,001-$50,000	over $50,000
1	2	3	4	5

37. Could you just tell me if your income is

MORE than $15,000	LESS than $15,000	Decline to Answer	Don't Know
1	2	3	4

38. Finally, I'd like to ask about your employment status. Are you:

employed full-time	employed part-time	unemployed	retired
1	2	3	4

other: _____

38. What kind of work do you do? _____

_____

40. Have any other adults in your household taken any lessons, classes, workshops, seminars, or courses in the past year?

YES = 1 NO = 2 [IF NO, GO TO END]

41. What was the primary subject or topic of the class(es)?

_____

42. Was this class JOB RELATED = 1 or FOR PLEASURE = 2

Thank you very much for your time and assistance with this study. If you would like to find out the results, I can give you an address to write to. [IF THEY WANT AN ADDRESS, READ BELOW:

Ms. Janis Coffey
California Postsecondary Education Commission
1020 12th Street
Sacramento, California 95814

Thank you again.

APPENDIX C

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
ADULT LEARNING SURVEY

INSTRUCTIONS FOR INTERVIEW STAFF

The main goal of the Adult Learning Survey is to gather information to determine the degree of participation of California adults in lifelong learning activities. In order to gather this information, the Evaluation and Training Institute has been contracted by the California Postsecondary Education Commission to conduct telephone interviews with a sample of 315 persons in 9 cities across the state. In each city, 35 telephone interviews will be conducted with a representative sample of persons selected from that city's telephone book. The nine cities are: Sacramento, Berkeley, Redding, San Jose, Sunnyvale, Visalia, Los Angeles, Santa Monica, and Calexico.

SAMPLING PAGES FROM TELEPHONE BOOKS.

You will either be provided with or should obtain the telephone book(s) of the city(s) in which you are to conduct interviews. In each telephone book, you should first determine whether the individual name listings for your city are in a separate section, e.g. the Visalia section of the Kings & Tulare County telephone book, or whether the numbers are indicated by an abbreviation after the names, e.g. the abbreviation Calx for Calexico in the Imperial County telephone book. All city abbreviations are listed on the first page of the A white page listings.

To select the pages from which you are to sample names, use the following procedure:

1. Determine the total number of white pages in your city's section, or the total number of white pages in the book, if the cities are not separated.

2. Divide the total number of white pages by 35, the number of interviews you are to make in that city. Round the result off to the nearest whole number.

3. The result is the page number of the first page you are to sample. The second page will be the first page number + the result, the third page will be the second page number + the result, and so on.

EXAMPLE: Suppose your city does not have a separate telephone book. In the book in which your city is listed, suppose there are 110 white pages. Dividing 110 by 35 equals 3.43, which should be rounded off to 3. So the first page you would look at would be page #3, the second page would be page #6, the third, page #9, the fourth, page #12, and so on.

SAMPLING NAMES FROM PAGES.

From each selected white page, you are to make as many calls as necessary to obtain one person from your city who agrees to be interviewed. Note that all they have to do is agree to the interview, they don't necessarily have to have taken any classes. However, if your entire sample of 35 has not taken any classes, complete a survey form for them and then use the same procedure to select an additional sample of 15 persons from that city and telephone them for interviews.

On each selected page, randomly select a name from your city. Quite often you will reach a number that is no longer in service, or where there is no one at home. Do not call back to a particular number, just select another from your city.

We are interested in obtaining interviews with adults, so if a child answers the phone, ask to speak with his or her father or mother.

WHEN TO MAKE CALLS.

You should make all telephone calls on the days, and between the times listed below:

Monday, Tuesday, Wednesday, and Thursday evenings, between 7 pm and 10 pm

Saturday day, between 10 am and 5 pm

Sunday day, between 12 pm and 10 pm

Be sure to spread the calls out over different days of the week.

PROCEDURE FOR MAKING CALLS.

Please read the entire survey form through at least once before you begin making calls. Follow as closely as possible the script on the survey forms provided. You may, however, use your own words if it feels more comfortable.

Record the responses of each interviewee on a separate survey form. For questions with response options printed on the form, circle both the option and the corresponding number. For questions with printed blanks, print the interviewees response as legibly as possible. If the interviewees give you a response that is not one of the options, write it out, using their words, next to the question.

If the interviewee has taken more than one class or course or whatever in the previous year, record his/her responses about one class on the survey form, and record his/her responses about the remaining classes on the extra course sheets provided to you. Be sure to staple these extra sheets inside that interviewee's completed survey form, so we will know which interviewee they belong to.

Be sure to thank the person at the end of the interview!!

COMMENTS ABOUT SURVEY ITEMS.

1. Comments on the survey form that are IN ALL CAPITAL LETTERS are instructions for you, the interviewer, and are not to be read to the interviewees.

2. On questions with lists of response options, such as Q. 14, 25, 28, 29, and 35, you should not read the entire list to the interviewees. You may read a few as examples, if it would make the item clearer to the interviewee.

WHAT YOU RETURN TO ETI.

After you have conducted all of your telephone interviews, you should return to us the completed survey forms, and a count of the number of persons who declined to be interviewed. Keep a separate count for each city.

If you have any questions, please call Cheryl Graesser at (213) 820-8521.

APPENDIX D

California Post-Secondary Education Commission
Adult Learning Survey
Codebook

Card Column	Variable	Question	Description
			Card 1
1-3	ID	-	Identification No.
4	Language	-	Language 1=English, 2=Spanish
5	Locate	-	Location
6	Sex	-	Sex of Respondent 2 = Female, 1 = Male
7-8	Mon	-	Month of Call
9-10	Day	-	Day of Call
11-12	Time	-	Time of Call [LEAVE BLANK]
13	Q1	1	Taken classes 1=yes 2=no
14-15	Q2	2	Number of classes taken
16	Q3	3	Class-status 1=Fulltime 2=Partime

Note: Space has been saved for 4 courses. If a person only has one course, then only columns 18-53 will be coded. If a person has 2 courses, then columns 18-78 on Card 1 and columns 10-18 on Card 2 should be coded, etc. Column 17 should contain the number of course sheets that have been filled out be an individual.

17	NCourse	-	Number of course sheets filled out
Course sheet #1			
18-19		4**	Subject area 1. Social Science (Psych, History, etc.) 2. Home Economics (Sewing, cooking) 3. Medical and Health 4. Other Professional Areas (Law, Architect) 5. Business 6. Physical Education (Tennis, Karate) 7. Arts and Crafts 8. Technical/Vocational 9. Languages 10. Other (e.g. Bible studies)
20		5	Reason for taking class 1. Pleasure/Recreation 2. Continuing Education (CED) requirements 3. Self-development 4. Job Improvement 5. Required for Degree Completion 6. Other
		6**	

21-22	7	Where instruction was received 1. Home 2. Public School 3. Library 4. College campus 5. Meeting Hall/Hotel room 6. YMCA/YWCA 7. Work Place 8. Other
23	8	Length of class 1=1-7 days 2=>1 wk and <1 mo 3=>1 mo., < semester 4=1 semester 5=2 semesters 6=ongoing
24-25	9	Hours per class
26	10	When was class
27	11	Time of class
28	12	Credit for instruction
29	13	Class for credit
30	14	Type of certificate
31-34	15a	Cost of tuition (in dollars)
35-38	15b	Cost of books "
39-42	15c	Cost of transportation "
43-45	15d	Distance travelled
46-48	16	Percentage paid by employer
49-51	17	Percentage paid by person
52-53	18	Percentage paid by scholarship
Course Sheet #2		
54-55	4	Subject area 1. Social Science (Psych, History, etc.) 2. Home Economics (Sewing, cooking) 3. Medical and Health 4. Other Professional Areas (Law, Architect) 5. Business 6. Physical Education (Tennis, Karate) 7. Arts and Crafts 8. Technical/Vocational 9. Languages 10. Other (e.g. Bible studies)
56	5	Reason for taking class 1. Pleasure/Recreation 2. Continuing Education (CED) requirements 3. Self-development 4. Job Improvement 5. Required for Degree Completion 6. Other

	6**	
57-58	7	Where instruction was received 1. Home 2. Public School 3. Library 4. College campus 5. Meeting Hall/Hotel room 6. YMCA/YWCA 7. Work Place 8. Other
59	8	Length of class 1=1-7 days 2=>1 wk and <1 mo 3=>1 mo. and < semester 4=1 semester 5=2 semesters 6=ongoing
60-61	9	Hours per class
62	10	When was class
63	11	Time of class
64	12	Credit for instruction
65	13	Class for credit
66	14	Type of certificate
67-70	15a	Cost of tuition (in dollars)
71-74	15b	Cost of books "
75-78	15c	Cost of transportation "
	Card 2	
10-12	15d	Distance travelled
13-15	16	Percentage paid by employer
16-18	17	Percentage paid by person
19-21	18	Percentage paid by scholarship
Course Sheet #3		
22-23	4	Subject area 1. Social Science (Psych, History, etc.) 2. Home Economics (Sewing, cooking) 3. Medical and Health 4. Other Professional Areas (Law, Architect) 5. Business 6. Physical Education (Tennis, Karate) 7. Arts and Crafts 8. Technical/Vocational 9. Languages 10. Other (e.g. Bible studies)

24	5	Reason for taking class 1. Pleasure/Recreation 2. Continuing Education (CED) requirements 3. Self-development 4. Job Improvement 5. Required for Degree Completion 6. Other
25-26	7	Where instruction was received 1. Home 2. Public School 3. Library 4. College campus 5. Meeting Hall/Hotel room 6. YMCA/YWCA 7. Work Place 8. Other
27	8	Length of class 1=1-7 days 2=>1 wk and <1 mo 3=>1 mo., <semester 4=1 semester 5=2 semesters 6=ongoing
28-29	9	Hours per class
30	10	When was class
31	11	Time of class
32	12	Credit for instruction
33	13	Class for credit
34	14	Type of certificate
35-38	15a	Cost of tuition (in dollars)
39-42	15b	Cost of books "
43-46	15c	Cost of transportation "
47-49	15d	Distance travelled
50-52	16	Percentage paid by employer
53-55	17	Percentage paid by person
56-58	18	Percentage paid by scholarship
Course Sheet #4		
59-60	4	Subject area 1. Social Science (Psych, History, etc.) 2. Home Economics (Sewing, cooking) 3. Medical and Health 4. Other Professional Areas (Law, Architect) 5. Business 6. Physical Education (Tennis, Karate) 7. Arts and Crafts 8. Technical/Vocational 9. Languages 10. Other (e.g. Bible studies)

61	5	Reason for taking class 1. Pleasure/Recreation 2. Continuing Education (CED) requirements 3. Self-development 4. Job Improvement 5. Required for Degree Completion 6. Other
62-63	7	Where instruction was received 1. Home 2. Public School 3. Library 4. College campus 5. Meeting Hall/Hotel room 6. YMCA/YWCA 7. Work Place 8. Other
64	8	Length of class 1=1-7 days 2=>1 wk and <1 mo 3=>1mo. and < 1 sem. 4=1 semester 5=2 semesters 6=ongoing
65-66	9	Hours per class
67	10	When was class
68	11	Time of class
69	12	Credit for instruction
70	13	Class for credit
71	14	Type of certificate
72-75	15a	Cost of tuition (in dollars)
76-79	15b	Cost of books "
		Card 3
10-13	15c	Cost of transportation "
14-16	15d	Distance travelled
17-19	16	Percentage paid by employer
20-22	17	Percentage paid by person
23-25	18	Percentage paid by scholarship
26	19	Planning to take any courses
	20**	
27	21	Why want to take class 1. Pleasure/Recreation 2. Continuing Education 3. Self-development 4. Job Improvement 5. Required for Degree Completion 6. Other

	22**	
	23**	
28	24**	Where prefer to take class 1. Home 2. Public School/College campus 3. Library 4. Meeting Hall/Hotel 5. YMCA/YWCA 6. Work Place 7. Other
29	25	Preferred teaching methods Lecture/speakers 1=circled 0=blank
30		Workshop/seminar 1= circled 0=blank
31		Correspondence courses 9=cir. 0=blk
32		Television 9=cir. 0=blk
33		Indiv. learning proj. 1=cir. 0=blk
34		On-the-job-training 1=cir 0=blk
35		Other 1=cir. 0=blk
36	26	When prefer to take classes
37	27	Preferred time of day for classes
38	28	Preferred services Career infor 1=cir. 0=blk
39		Career guidance 1=cir. 0=blk.
40		Job placement/cnsling 1=cir =blk
41		Financial aid 1=cir. 0=blk
42		Tutoring/lrning asst. 1=cir 0=blk
43		Child care 1=cir 0=blk
44		Aptitude/skills test 1=cir 0=blk
45		Spec. prog. for elderly 1=cir 0=blk
46		Spec prog for minority 1=cir 0=blk
47		Other 1=cir 0=blk
	29	How information is received
48		Newspaper 1=cir 0=blk
49		Radio 1=cir 0=blk
50		Brochures 1=cir 0=blk
51		TV 1=cir 0=blk
52		Bulletins 1=cir 0=blk
53		Work announce. 1=cir 0=blk
54		Meeting announce. 1=cir 0=blk
55		Other 1=cir o=blk
56	30	Age
57	31	Ethnicity
58	32	Marital Status
59	33	Any children
	34	Number of children
60		Number under 12
61		Number between 12 &16
62		Number over 16
63-64	35	Education
65	36	Family Income
66	37	Own Income
67	38	Employment status

68-69	39**	Type of work 1. General worker (such as custodian, farm laborer, general and domestic laborer) 2. Semi-skilled worker (such as machine operator, retail clerk, waitress, truck driver, mail carrier, barber) 3. Skilled clerical or sales (such as bookeeper, sales representative, secretary) 4. Skilled craftsman or foreman (such as electrician, baker, carpenter, bricklayer, factory foreman) 5. Protective service worker (such as policeman, military, fireman) 6. Owner or manager of small business or firm (such as insurance - real estate agent, store proprieter, contractor) 7. Farm owner or manager 8. Semi-professional or technician (such as programmer, lab technician) 9. Managerial and professional I (such as bank manager, public administrator, clergyman, school teacher, engineer, certified public accountant) 10. Managerial and professional II (such as physician, professor, lawyer) 11. Housewife 12. Unemployed 13. Retired
70	40	Other adult attending classes
71-72	41**	What was subject 1. Social Science (Psych, History, etc.1 2. Home Economics (Sewing, Cooking) 3. Medical and Health 4. Other professional areas (Law, Architect) 5. Business 6. Physical Education (Tennis, Karate) 7. Arts and Crafts 8. Technical/Vocational 9. Languages 10. Other (e.g. Bible Studies)
73	42	Was class job related or for pleasure

Keep a list of all responses to Questions #4, 6, 20, 22, 23, 24, 39, and 41.

APPENDIX E

Table E1. List of Subjects or Topic of Classes Taken by Participants (Question 4 on Adult Learner Survey).

Arts & Crafts
- Fine Arts (4)
- Stained Glass (2)
- Sculpting
- Jewelry
- Making Furniture
- Guitar Lessons (3)
- Film Production
- Media
- Flute Lessons
- Watercolor

Business
- Management (8)
- Data Processing (3)
- Personal Finance (2)
- Investment (2)
- Transcription
- Management Training
- Computer Supervisory Studies
- Price Theory
- Structured Programming
- Labor Negotiation
- Sales
- Computer Operations (3)
- Secretarial (2)
- Business (2)
- Accounting (2)
- Bookkeeping
- Small Business Administration
- Principles of Marketing
- Advanced Systems Theory
- Administrative Training
- Insurance
- Stress Management

Home Economics
- Cooking (3)
- Child Care (3)
- Sewing (3)
- Wine Tasting

Languages
- English (4)
- Language (2)
- Sign Language
- Spanish (2)
- ESL

Medical and Health
- Nursing (4)
- Dermatology
- Surgery
- Wholistic Health
- Current Drug Research
- Psychiatric Development
- Pulmonary Diseases (2)
- Cytology
- Pharmacology
- Obstetrics
- Family Practice Review
- First Aid

Natural and Physical Sciences
- Mathematics (3)
- Biology (2)
- Axiomatic Sets
- Advanced Microbiology
- Algebra (3)
- Calculus
- Cosmology

Physical Education
- Exercise Class (7)
- Karate (2)
- Tennis
- Skiing
- Volleyball
- Bowling
- Dance (4)
- Square Dancing (2)
- Massage
- Tai Chi
- Belly Dancing

Table E1. List of Subjects or Topic of Classes Taken by Participants (continued)

Professional Area	
Real Estate (5)	Legal Aspects of Real Estate (3)
Tax Law (4)	Business Litigation
Administrative Law	
Social Sciences	
History (8)	Education (7)
Psychology (3)	Political Science (3)
Sociology (2)	Anthropology
Social Systems	
Technical and Vocational	
Electronics (5)	Auto Mechanics (2)
Blueprint Reading	Welding
Wall Papering	
Other	
Bible Studies (2)	Creative Writing (2)
Est (2)	Speech (2)
Citizenship (2)	Current Events
Rape Prevention	Occult Studies
Male Support Seminar	Jungian Principles
Reading Conference	Human Relationships
Group Interaction	Comparative Literature
Speed Reading	Vocabulary Improvement
Astrology	Communication
Leadership in Media	Navigation Training
GRE Preparation	Live-In's for Seniors

Table E2. Names of Schools and Organizations Providing Instruction (Question 6 on Adult Learner Survey).

Universities and Colleges

- UC Berkeley (8)
- UCLA (3)
- University of Santa Clara (3)
- UCLA Extension
- Stanford University
- UCLA Law School
- CSU San Diego
- Albany College
- Washington University
- CSU San Jose (3)
- USC (3)
- CSU Sacramento (2)
- UC San Francisco
- Stanford Research Institute
- Pepperdine University
- CSU Fresno
- CSC Chico
- University of Maryland

Community Colleges

- Imperial Valley Community College (10)
- Mission Community College (4)
- Shasta Community College (3)
- Santa Monica Community College (2)
- Los Angeles Community College (2)
- West Los Angeles Community College
- Southwestern College
- College of the Siskiyous (5)
- San Jose Community College (4)
- De Anza Community College (3)
- Evergreen Community College (2)
- Foothill Community College
- College of the Sequoias
- American River College

Secondary School Districts

- Santa Clara Unified School District (2)
- Beverly Hills High School
- Sacramento Unified School District
- Independent High School
- Fremont High School
- Homestead High School

Associations

- Imperial County Council of Nurses
- Los Angeles Nursing Board
- California Asso. of Physical Educators
- Educators of California
- American Academy of Family Practice
- California Society of CPA
- County School of Nursing Asso.
- Trade Association
- California Reading Association
- Asso. of Education & Technology
- California Bar Continuing Education

Specialty Schools

- Est (2)
- Berkeley Zen Center
- Graduate Bartender School
- National Fire Academy
- Colby College
- Western Institute of Continuing Education
- Winery
- Poppy's Store (Berkeley)
- Gardens of Glass
- Karate School (2)
- California Institute of Banking
- Polica Academy
- Dancemytics
- Mason College of Art & Design
- Summit Workshops
- School of Natural Learning
- String Shop
- Terry's Music Store

Table E2. Names of Schools and Orgnaizations Providing Instruction (continued)

Community Organizations	
Presbyterian Church	Church of Christ
El Bruel Church	North Area Guidance
San Francisco Community Development Center	YWCA
	YMCA
Berkeley Rape Crisis Center	Mountain View Senior Center
Golden Age Services	
Employers	
Private Corporation (unnamed) (2)	Datatonics
H & R Block	Memorex
National Semi Conductor	Westinghouse Corporation
Data Products Inc.	Southern Pacific Railroad
Colestus Furnishings	Aplha Micro
Acutax	Brass Tacks
Stidell	Pacific Telephone
Computerland	
Government	
City of Sunnyvale	Air Force
County Recreation and Parks	
Others	
Public TV	Private Individual (3)
Correspondence Course	Ski Retailer Trade Show
Landmark Bowl	

Table E3. Learning Activities Interviewees Were Planning to Take in the Future (Question 20 on Adult Learner Survey).

English (14)	Business (8)
Computer Science (8)	Art (7)
Accounting (5)	Nursing (5)
History (5)	Psychology (5)
Music Lessons (5)	Dance (4)
Medical (4)	Data Processing (4)
Guitar Lessons (3)	Electronics (3)
Political Science (2)	Real Estate (2)
Social Sciences (2)	Bookkeeping (2)
Photography (2)	Physics (2)
Typing (2)	Cooking (2)
Management (2)	Language (2)
Crafts (2)	
Intensive Care	Merchandizing
Woodworking	Self-development
Theater	Philosophy
Spanish	French
Law Enforcement	Welding
Mace Training	Volleyball
Tax Laws	Film
Insurance	Biology
Geography	Interior Decorating
Shorthand	Microprocessing
Chemistry	Government
Calligraphy	Carpentry
Investments	Mathematics
World Trade	Environmental Sciences
Childbirth courses	Classroom Organization
Social Work Classes	
Return to College (8)	Begin Graduate Work

Table E4. What Could Be Done to Encourage Interviewees to Participate in Educational Activities (Question 22 on Adult Learner Survey).

Nothing (46)
If they had more time (8)
More interesting offerings (7)
Better transportation to classes (7)
More convenient locations (5)
If they had more money (5)
Better publicized classes (4)
Timing of classes (3)
Lower fees (3)
Depends on their work load (2)
Right course offerings (2)
Grants or financial aid (2)
Courses able to be taken at home
Free tuition
Child care

Table E5. Where Respondents Prefer to Take Courses (Question 24 on Adult Learner Survey).

School or College Campus (210)
No Preference (48)
Close to Home (25)
In Home (23)
Workplace (16)
Community Center (2)
Close to Work
Air Force Base
Store

Table E6. Type of Work Conducted by Participants and Non-Participants (Question 39 on Adult Learner Survey).

Participants

Nursing (9)
Secretarial (8)
M.D. (3)
Office Manager (3)
Therapist (2)
Construction (2)
Computer Operator (2)
Teacher's Aide (2)
Custodian (2)
Attorney (2)
Bartender
Film and Photography
Mail Man
Make Grave Markers
Book Store Manager
Civil Engineer
Mechanical Engineer
Audio Visual Technician
Day Care Center
Field Engineer
Government Worker
Air Force Sargent
Fireman
Contract Administrator
Psychiatric Social Worker
Mechanic
College Professor
Veternarian's Assistant
Research Graphics
Bar Maid
Environmental Planner
Banking
Teacher (8)
Cashier/Clerk (3)
Data Processing (3)
Retail Store Manager (2)
Program/Project Manager (2)
CPA (2)
Engineer (2)
Sales (2)
Electronics (2)
Free-Lance Writer
Assembly Line Worker
Bookkeeper
Public Service Worker
Distributing
Paralegal
Marketing Manager
Tax Consultant
Insurance Agent
Interior Design
Bindery Supervisor
Navigator
Steel Contractor
Housewife
Telephone Company Employee
Rancher
Apartment House Manager
Real Estate Broker
Finance
Community Center Employee
Computer Scientist
Forest Sevice Employee

Non-Participants

Sales (8)
Teacher (7)
Construction Worker (5)
Secretary (4)
Engineer (3)
Electronics (2)
Cook (2)
Bookkeeper (2)
Real Estate (2)
Hospital Food Service Worker
Western Airlines Sales Rep.
Horticulturist
Housewife (7)
Cleaning/Maintenance Worker (5)
Checker/Cashier (4)
Machinist (3)
Restaurant Worker (3)
Assembly Line Worker (2)
Education (2)
Bank Clerk (2)
Painter
Office Assistance
Florist
Administrator of Loans

Table E6. Type of Work Conducted by Participants and Non-Participants (continued)

Non-Participants (continued)	
Disc Jockey	Farm Worker
Design Technician	Repairman
Social Work	Aviator
Reservationist	School Bus Driver
Import-export	Heavy Equipment Operator
Telephone Solicitor	Manufacturer
Department of Water & Power Employee	Librarian
Computer Engineer	Teacher's Aide
Catering Business	Dietician
Machine Shop Owner	Tool and Die Maker
Student Teacher Supervisor	Hard Rock Miner
Bank Finance Department	Creamery
Distributorship Owner	Insurance Company Employee
Legal Aide	Restaurant Owner
Contractor	College Professor
Truck Driver	Ground Maintenance Crew
Airline Management	Handyman
Railroad Novelty Business	Caretaker
Computer Programmer	Logger
Office Manager	Railroad Worker
Hotel Desk Clerk	Advertising
Electronic Researcher	Accountant
Manager of Company	Service Driver

Table E7. Subject or Topic Area of Courses Taken by Other Adults in Household (Question 41 on Adult Learner Survey).

Arts and Crafts	
Fine Arts	Ceramics
Flower Arranging	Interior Decorating
Flute Lessons	Dance
Business	
Business Administration (4)	Management (4)
Stenography	Petroleum Industry
Diamond & Gem Investment	Accounting
CPA	Secretarial
Home Economics	
Child Care (2)	Sewing
Languages	
English (2)	Spanish (2)
Medical and Health	
Nutrition	Medical
Nursing	Pharmacology
Natural and Physical Sciences	
Mathematics	Calculus
Biology	
Physical Education	
Yoga	Archery
Coaching Clinic	Gymnastics
Professional Area	
Veterinary Science	Tax Seminars
Social Sciences	
Psychology (3)	Education (2)
History (2)	Philosophy
Technical and Vocational	
Welding	Auto Mechanics
Engineering	
Other	
Composition	Black Studies
Speed Reading	Bible Study

APPENDIX F

Table F1. Distribution of Ethnic Sample Within Each Location.
(Read across the rows)

	White	Black	Hispanic	Oriental	American Indian
Berkeley	70.6	17.6	2.9	5.9	2.9
Calexico	34.7	8.2	57.1	0	0
Los Angeles	31.0	26.2	35.7	4.8	0
Redding	93.8	0	6.3	0	0
Sacramento	78.1	9.4	3.1	6.3	0
San Jose	60.0	8.6	14.3	14.3	0
Santa Monica	62.5	8.3	27.1	2.1	0
Sunnyvale	91.4	0	2.9	5.7	0
Visalia	79.4	8.8	2.9	8.8	0

Table F2. Distribution of Participants and Non-Participants, Within White, Black and Hispanic Ethnic Groups for Male and Female Interviewees (Oriental and American Indian Groups are not Listed due to their Small Sample Size).
(Read down the columns for each sex)

	White	Black	Hispanic
Male			
Participants	52.5	31.5	18.4
Non-Participants	47.5	69.5	81.6
Female			
Participants	43.2	53.3	45.0
Non-Participants	56.8	46.7	55.0

Table F3. Distribution of Highest Educational Level for Male and Female Participants and Non-Participants.
(Read down the columns)

	Participants		Non-Participants	
	Male	Female	Male	Female
Elementary	1.5	1.3	13.5	10.4
Junior High School	0	5.3	15.7	15.6
High School or GED	7.4	18.7	24.7	38.5
Some College	35.3	34.7	25.8	16.7
Technical or Business School	4.4	6.7	4.5	3.1
Associate Degree (A.A.)	5.9	4.0	1.1	3.1
B.A. Degree	14.7	14.7	11.2	9.4
Some Graduate Work	14.7	2.7	0	1.2
M.A. Degree	4.4	10.7	3.4	2.1
M.A. Degree Plus Additional Work	0	1.3	0	0
Ph.D. Degree	11.8	0	0	0

Table F4. Percentage of Participants and Non-Participants Within Each Educational Level. (Read across the rows)

	Participants	Non-Participants
Elementary	8.3	91.7
Junior High	13.5	86.5
High School Diploma or GED	24.4	75.6
Some College or Technical School	56.5	43.5
Technical or Business School	56.3	43.8
Two-year Degree (Associate)	63.6	36.4
Bachelor's Degree (BA, BS)	51.2	48.8
Some Graduate Work	92.3	7.7
Master's Degree	68.8	31.3
Master's Degree plus Graduate Work	100	0
Doctorate	100	0

Table F5. Distribution of Employment Status for White, Black and Hispanic Participants and Non-Participants.
(Read across the rows)

	Employed Full-Time	Employed Part-Time	Unemployed	Retired	Other
White					
Participants	61.9	11.4	21.9	3.8	1.0
Non-Participants	37.5	7.8	27.0	25.2	1.7
Black					
Participants	37.5	18.8	37.5	6.3	0
Non-Participants	44.4	5.6	27.8	22.2	0
Hispanic					
Participants	43.8	6.3	31.3	18.8	0
Non-Participants	52.9	9.8	27.5	7.8	0

Table F6. Distribution of Employment Status for Male and Female Participants and Non-Participants.
(Read across the rows)

	Employed Full-Time	Employed Part-Time	Unemployed	Retired	Other
Male					
Participants	76.8	5.8	14.5	2.9	0
Non-Participants	60.2	5.4	11.8	22.6	0
Female					
Participants	44.0	18.7	28.0	8.0	1.3
Non-Participants	27.8	9.3	42.3	17.5	3.1

Table F7. Percentage of Participants and Non-Participants Within Each Type of Work. (Read across the rows)

	Participants	Non-Participants
General Worker	11.1	88.9
Semi-Skilled Worker	42.6	57.4
Skilled Clerical	38.9	61.1
Skilled Craft	52.6	47.4
Manager	37.5	62.5
Semi-Professional	68.4	31.6
Professional I (e.g. Bank Manager, Teacher, Engineer, CPA)	57.9	42.1
Professional II (Physician, Professor, Lawyer)	77.8	22.2
Housewife	66.7	33.3
Unemployed	16.7	83.3

Table F8. Distribution of Type of Work Within White, Black and Hispanic Ethnic Groups. (Read down the columns)

	White	Black	Hispanic
General Worker	4.1	11.1	20.4
Semi-Skilled	16.2	33.3	32.7
Skilled Clerical	14.2	16.7	20.4
Skilled Craft	6.8	16.7	8.2
Protective Services	2.0	0	0
Manager	9.4	5.6	0
Farm Owner	0.1	0	2.0
Semi-Professional	9.4	11.1	4.1
Professional I	29.7	5.6	8.2
Professional II	4.7	0	2.0
Housewife	1.3	0	2.0